DOCUMENT RESUME

ED 258 893 SO 016 637

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TITLE Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments. Spatial Relationships.
INSTITUTION Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE Aug 85
NOTE 32p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; Elementary Secondary Education; *Environmental Education; *Geography Instruction; *Global Approach; *Interdisciplinary Approach; Learning Activities; *Map Skills; Skill Development; *Spatial Ability; Units of Study

ABSTRACT

Designed to be infused with existing social studies courses and programs of instruction, this concept-based, skills-oriented curriculum for teachers of students in grades 5-12 provides opportunities for students to develop basic map skills enabling them to mentally develop spatial relationships between diverse global environments and/or culture groups. Following an introduction, the author emphasizes the importance of combining geographic education, ecological studies, and a sociological perspective in enhancing a student's global awareness. A series of charts showing concept to be taught, topic, essential student outcomes, performance indicators, and content are included, and these are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

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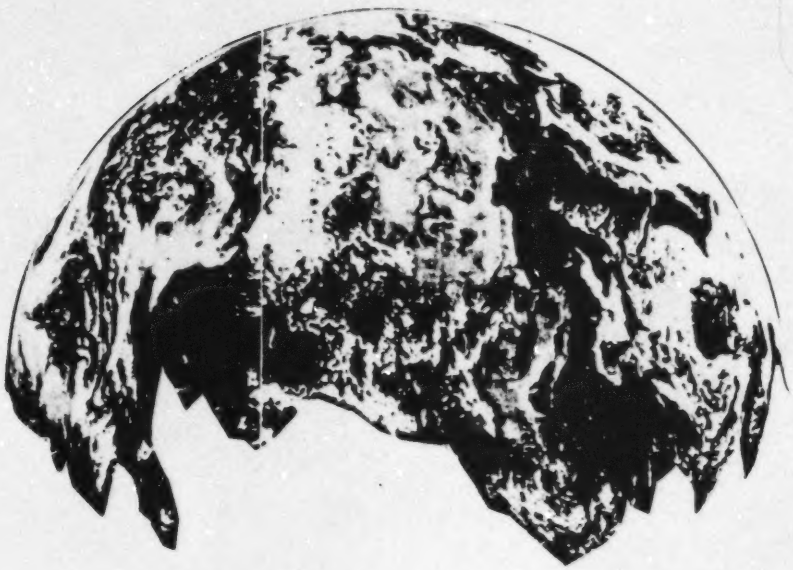
OUR COMMON HOME: EARTH

A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/ Social Environments



Richard Peters, ED D

GLOBAL HORIZONS

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AUGUST 1985

SPATIAL RELATIONSHIPS

ABOUT THE AUTHOR

Dr. Richard Peters has been involved with global education instructional program development since 1970 .

He has to his credit:

STUDENT ENVIRONMENTAL AWARENESS
(SEA) Program

MAN IN HIS ENVIRONMENTS Program

PEOPLE IN THEIR ENVIRONMENTS
(PIE) Program

HUMANS AND ENVIRONMENT LEARNING
PROGRAM (HELP)

In 1981, Dr. Peters founded GLOBAL HORIZONS: The Center for Applied Eco/Social Studies . Since that time, Dr. Peters has served as Projects Director.

Dr. Peters has been published in regional and national periodicals and by the ERIC system ... in the fields of curriculum development, environmental studies, global education, and social studies.

In 1982, Dr. Peters was the recipient of a Fulbright Grant to study culture/history in India .

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

OUR COMMON HOME: EARTH is a concept based, skills oriented curriculum for grades 5 - 12 .

This GlobeGuide is designed to be infused with existing/on-going social studies courses and programs of instruction .

INTRODUCTION

In 1965, the Association of American Geographers stated that "for the United States ... to participate effectively in world affairs, its leaders and citizens must have a coherent understanding of the earth's regions and people" .

The Commission on International Fducation, American Council on Education (1984) stated that in order "to deal effectively with the multiplicity of problems (America faces) in this shrinking world requires an increasing international competence" . In order to maintain and increase this competence, Americans must be prepared to understand other peoples and societies well enough to be able to work effectively with them on a broad range of economic, political, and social issues.[1]

In Guidelines for Geographic Education (1984), the National Council for Geographic Fducation stated that "Americans' ignorance ... of the world will have dire consequences for our nation's welfare, strength, and global interdependence and for the effects we have on people in other nations. WE must strive to understand how the actions of our society influence other societies and how their actions affect us. A sound geographic education provides the concepts, information, perspectives and skills needed to understand ourselves, our

relationship to the earth, and our interdependence with other peoples of the world.

In short, geographic education can satisfy our deep need to know about other people and places, the natural environment, social environments, the capacity of the earth to support human life, and to enhance our perception of places and people on a global scale.

Alvin Toffler[2] has contrasted the 'nomad of the past' with the 'new nomads' of today by stating that contemporary migrators leave the physical structure of their lifespace behind. Because they move about, over great distances, 'place' is no longer a primary source of diversity among the inhabitants of earth. Differences between peoples no longer correlate closely with geographical background. Because of the expanse and rapid rate of mobility, the important differences between people are no longer strongly place-related.

If Toffler is correct in his assumptions and comments, then students must come to know what the "important differences between people" are ... so that they can prepare themselves to live in a world of ever-changing economic, political and social relationships.

It then becomes critically important that global education curricula reflect a skillful blending of geographic education skills development/application/enrichment with a sociological study of human groups and their habitats ... within the context of natural lifespace environments.

As the world becomes increasingly interdependent and as new nations become involved in international affairs 'cultural relativism' ... perceptions of the world through one's own enculturation, becomes a matter of world concern . On the other hand, the concept of 'cultural relativity'[3] ... all culture patterns are equally good, does not allow for the uniqueness of cultures to be found in diverse natural global environments .

Somewhere between the extremist views of cultural relativism and cultural relativity there is a need to study social structure, social process, and problems of international political and social relations as well as a working knowledge of human relationships with natural lifespace phenomena, social phenomena, and diverse culture groups .

Geographic education is a field of skills development and study which has many characteristics and functions . Student exposure to/ interaction with each facet of study is critical ... if students are to better understand the structure and function of interrelated natural/social environments .

COSMOGRAPHY: measurement of the earth and its relationship to the universe.

GEOGRAPHY : description of natural characteristics and the distribution of plant and animal life as well as the disbursement of human groups.

TOPOGRAPHY: description of earth and its physical characteristics and human relationships with it.

Many times, the study of earth, its inhabitants, and its relationship with other heavenly bodies is subdivided into biogeography, human geography, and physical geography .

Human geography can be identified by its several components:

historical studies

population studies: density/distribution

resources: supply/use [4] .

note

The INTEGRATED INSTRUCTION AND LEARNING ENRICHMENT FORMAT employed with OUR COMMON HOME: EARTH provides the basis for lesson/unit organization and execution .

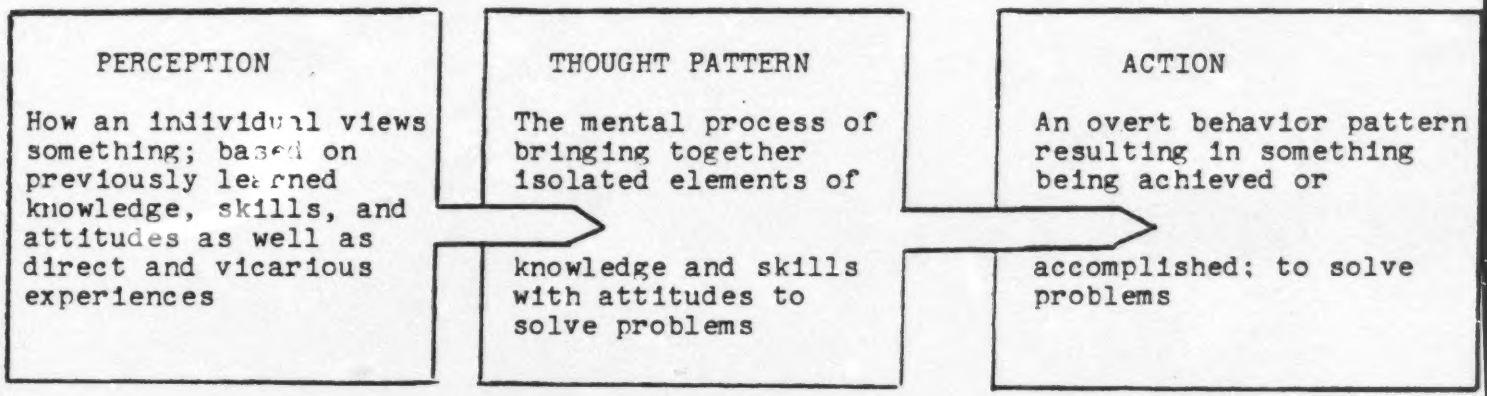
Flowing from left to right: from CONCEPT through EVALUATION, goals/objectives/activities/materials/ evaluation strategies are designed to compliment each concept studied ... and to provide students with direct/vicarious exposure to global lifespace environments .

Our Common Home

SPATIAL RELATIONSHIPS

The Humans and Environment Learning Program is designed to create a multi-grade scope--and--sequence re: student awareness of/ exposure to/ interaction with diverse global (natural and social) environments both directly and vicariously.

The PROACTIVE ACTION MODEL (PAM) is used to involve students in inquiry-critical thinking-decision making activities and skills application/reinforcement and refinement projects.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, and attitudes as well as direct and vicarious experiences
THOUGHT PATTERN
The mental process of bringing together isolated elements of knowledge and skills with attitudes to solve problems
ACTION
An overt behavior pattern resulting in something being achieved or accomplished; to solve problems

Our Common Home: Earth is a series of global education instructional units for grades three through six. Our Common Home: Earth provides opportunities for student study of the character/nature of ... natural/social environments within the context of our contemporary world.

As a result of his/her involvement with Our Common Home: Earth, the individual student will:

a) gain exposure to diverse global environments;

b) be introduced to basic concepts re: natural and social environments;

c) develop perceptions re: global environmental relationships;

d) develop geography skills;

e) develop critical thinking/decision making/ research skills;

f) develop an understanding of how other human groups live;

g) develop an understanding of the relationship between their present lifespace environment and the world community.

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
Spatial Relationships	Global Geography	I Students will demonstrate an understanding of the concept: "Spatial Relationships"	Students will: a) Identify latitude on a globe/map b) Identify longitude on a globe/map c) Locate the equator on a globe/map d) Identify the Northern Hemisphere on a globe/map e) Identify the Southern Hemisphere on a globe/map 	Introduction in globes and maps as tools of study . geo-political . political . relief . topographical

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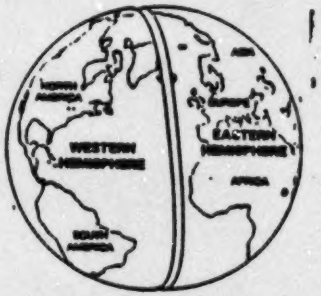
CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
Spatial Relationships	Global Geography	I Students will demonstrate an understanding of the concept: "Spatial Relationships"	f) Identify the Eastern Hemisphere on a globe/map g.) Identify the Western Hemisphere on a globe/map  	

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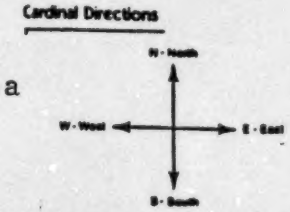
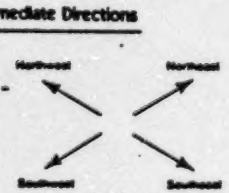
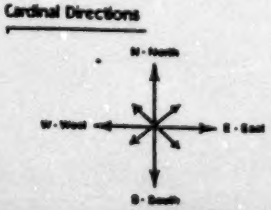
ACTIVITIES	INSTRUCTIONAL MATERIALS PRINT	NON-PRINT	ENRICHMENT	EVALUATION
Students will use globes and maps to identify latitude/ longitude, Equator, hemispheres. Students will use globes and maps to determine specific latitude/longitude locations students will make displays of the character of countries found in different global geographical locations.	Contemporary World Atlas Rand McNally 1984 The World-Map Outlines Milliken Geography: Map and Atlas Usage Hubbard Student's World Atlas Rand McNally 1983 Geography Map Skills J. Weston Walch	. Globes . Desk Top Maps . Outline maps . Wall maps Map Reading I Transparencies Hubbard Map Reading II Transparencies Hubbard How to Use Maps and Globes (filmstrips/ cassettes) Troll	Students: Read sources dealing with the geographical characteristics of selected countries. In the Social Studies Recource room, view audio visuals dealing with the unique geographical characteristics of selected countries. Interview exchange students and visitors from other countries re: geographical characteristics of homelands.	. globe/map work .reading reports . quizzes, tests . discussions . bulletin board displays

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
Spatial Relationships	Global Geography	II Students will demonstrate an understanding of the geographical location of selected countries/ continents.	Students will: a) Identify the Cardinal compass directions: North East South West b) Label the Cardinal compass on a cross-hair diagram.  c) identify the cardinal compass directions on a desk-top map of the world d) identify the intermediate compass directions: Northeast Southeast Southwest Northwest e) label the intermediate compass directions on a cross-hair diagrams;  f) label the cardinal and intermediate compass directions on a cross-hair diagram; 	Use of globes to determine the location of/ distance between, direction of selected global cities, countries, continents.

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
			g) locate selected countries/ continents on a world map and label each according to its compass direction from the equator; Northern Hemisphere or Southern Hemisphere h) label and identify the compass direction of selected countries from a given point on a map i) identify the latitude/longitude of selected countries/ continents on a map.	

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Students use globes/ maps to locate specific places/ countries.	Windows to the World Good Apple 1984	Maps and Globes Skill Box Troll	Students: Read sources re: the natural/social environments of diverse global places/ countries.	. globe/map work . reading reports . quizzes/tests . discussions
	The World-Map Outlines Milliken	Living With The Land Educational Material Associates		
	Learning Geographic Locations J. Weston Walch			
Students describe the location of specific places/ countries in relationship to other places/ countries by compass directions.	World in Change Oliver and Boyd 1983	Economic Geography EAV 1980	Make slide/tape presentations re: selected natural/social environments.	. bulletin board displays
	The Third World Today Watta 1983			
	Global Studies Series Dushkin 1984			
Students describe the physical characteristics of places/countries N/E/S/W of specific reference points.	Current World Geography Problems J. Weston Walch 1982			

CONCEPT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT
Spatial Relationships	Global Geography	III Students will demonstrate an understanding of the physical distance between selected global points.	Students will: a) define the vocabulary word: scale. b) draw the scale: 1/4" equals 10 miles 1/2" equals 25 miles using a one-inch measurement c) read and identify the scale milage on given maps. d) measure the approximate distance in miles between given map reference points	Today, the people of Earth live in close proximity one-to-another. Modern technology has "shortened" the physical distance between specified points on Earth.

ACTIVITIES	INSTRUCTIONAL MATERIALS		ENRICHMENT	EVALUATION
	PRINT	NON-PRINT		
Students study how modern technology has affected travel from place-to-place	Global Perspective Series Bringing a Global Perspective to Economics Consortium for International Studies Education 1983	Basic Concepts In Social Studies Tradition and Change Educational Design 1984.	Students: Read accounts of economic/technological development in selected countries.	. Discussions .Quizzes/ tests . Oral/writing reports . Projects
students study how proximity has affected international relations	Earth: One Crowded Spaceship Crest	Toward a Better World World Bank 1984	Investigate modern-day inventions/processes which have "shortened" the distance(s) among human groups.	
students study how proximity has affected international trade and economic development.	Food for All Global Perspective in Education 1982	Trade: A Simulation on the Pressures and Procedures of International Commerce Earthrise		

S T A T E M E N T

As a student progresses through the several grades, there is a need for him/her to develop basic skills which will enable that person to mentally develop spatial relationships between diverse global environments and/or culture groups . Geographic education is the means by which goal achievement can occur .

As a student progresses through the several grades, there is a need for him/her to develop a basic understanding of the relationships between humans and their natural/social lifespaces as well as between culture groups ... in the economic, political, and social arenas of day-to-day co-existence on OUR COMMON HOME: EARTH . Sociology blended with ecological studies is the means by which goal achievement can occur .

Blended together, geographic education, ecological studies, and a sociological perspective can enhance student awareness of/ exposure to/ direct or vicarious interaction with natural and social lifespace phenomena on a global scale . Students perceive the differences and similarities of natural environments and cultures, worldwide . They come to understand the characteristics of diverse settings and learn to appreciate the uniqueness of diverse culture traits .

Why do Hindus believe in reincarnation ? Why do some societies practice polygamy ? Why are women considered to be inferior to men ... in some societies ? Why, in some societies, are individuals considered guilty until proven innocent ? Why are some people nomadic ?

There are endless hundreds of questions to be posed by students as they study the nature and character of diverse global natural/social environments .

END - NOTES

1

Commission on International Education. What We Don't Know Can Hurt Us (Washington, DC: American Council on Education, 1984) pg 2 .

2

Alvin Toffler. Future Shock (New York: Random House, 1970) pgs 80 - 81 .

3

Ina Corinne Brown. Understanding Other Cultures (Englewood Cliffs, NJ: Prentice-Hall, Inc) pg 101 .

4

Emrys Jones. Human Geography: An Introduction to Man and His World (New York: Praeger Publishers, 1964) pgs 17 - 18 .